SAFETY Education

JANUARY 1953

Two Sections · Section One

Reading — Writing and SAFETY — See Page 16

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

Headquarters: 425 N. Michigan Avenue, Chicago 11, Ill.

SAFETY Education

Volume XXXII
No. 5
Section One

• • *A MAGAZINE FOR TEACHERS AND ADMINISTRATORS*

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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CONTENTS

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY EDUCATION is published monthly, September through May, in two sections by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Entered as second class matter, September 13, 1939, at the Post Office at Chicago, Ill., under the act of March 3, 1879.

Printed in the U.S.A. Subscription price $3.30 a year. Reduced prices for quantity orders.

Over My Shoulder

If what I know about home economics were represented by a piece of garlic, you could rub it in around the salad bowl until the skin wore off your fingers without imparting any flavor to the dish. In other words, I'm ignorant. And, partly for that reason I hope that at least a hundred home economics experts turn from here to Page 22 and from their to their writing desks. If each of a hundred home economics teachers contributed just one idea, SAFETY EDUCATION *could publish the best Data Sheet ever written on safety in the home economics laboratory.*

— Make 1953 your safest year —

As a group, the members of the school transportation committee display more interest in the problems of training school bus drivers than in any other phase of school transportation. Marjorie F. Martin, who is director of school bus training for the New Mexico Department of Education, wrote about the New Mexico program in the March, 1952 issue of SAFETY EDUCATION. This month's issue tells of South Carolina's program. The information comes from Lieut. George E. Herteau, South Carolina State Highway Patrol. The highway patrol is responsible for South Carolina's program.

— Make 1953 your safest year —

Is the extension of driver education into the high schools of the nation slowing down, as some speakers at a recent highway traffic safety conference seem to think? Norman Key's paper, which was written as a result of a discussion of "attitudes" versus "skills," should be read by every school administrator, and every instructor of driver education—classroom teacher and behind-the-wheel instructor, and every parent, too.

To a child thrust into a strange world, a good teacher is the best thing that can possibly happen.

A teacher is Courage with Tissue in its pocket, Sympathy struggling with a snowsuit, and Patience with papers to grade.

Teachers spend twelve hours a day searching for truth and the other twelve hours searching for error.

They are incorruptible, indispensable, infallible, invincible and nearly inexhaustible.

A teacher really does not mind sniffles, squirmings, stomach aches, spills, sloth, and sauciness. Neither does she disintegrate before tears, trifles, fights, futility, excuses, parents who spout, little boys who shout and little girls who pout.

Most of all, a teacher is somebody who likes somebody else's children—and still has enough strength left to go to the PTA meeting.

Thank Heaven for teachers.

—The Lederle Chevron

— Make 1953 your safest year —

Three and four-tenths percent of the children who were given service by the University of Illinois division of services for crippled children in 1951 were accident victims. The division in that year gave services to 8,422 crippled children. Of these, 286 had been injured through accidents, including burns. The number of children given services in 1950 was 8,380 of whom 271 were accident victims. "Accidents" in this sense, do not include birth injuries.

Charles W Taylor

Pupils Drive Buses In South Carolina

ABOUT A YEAR AND A HALF ago, as part of a new program designed to insure equality of educational opportunity for all children between the ages of six and twenty-one years, South Carolina created a state educational finance commission, a re-organized system of county boards of education, a program of state aid for school facilities, and a state sales tax to finance the program.

As a part of this program the control and management of all school bus transportation in the state was vested in the educational finance commission. Funds were set aside for the purchase, by the commission, of the previously county-owned or privately-owned school buses.

The state highway department was charged with the responsibility for providing all supplies required for the operation of state-owned buses and for maintaining them in efficient and safe mechanical condition. In addition, the state highway department was given the responsibility of training the school bus drivers.

The re-organization act provided that the salary of school bus drivers, with very few exceptions, should be twenty-five dollars a month. In no case would state aid fund be used to pay more than seventy-five dollars a month.

In addition, according to E. R. Crow, director of the commission, "the language of the law is so strong as to make it practically impossible to justify an exception to the policy of using student drivers."

South Carolina, of course, is not a pioneer in the use of student drivers of school buses. Claude R. McMillan, chief highway commissioner, points to the practice in North Carolina where, he estimates, eighty percent of the school bus drivers are students, and in Alabama where, he estimates, thirty percent of the school bus drivers are students.

"Student drivers are just as safe and economical as adults," he asserts. "Those who have studied the subject from a national viewpoint have recommended increased use of students **who have been properly trained and supervised.**"

The re-organization law states: "Before being employed all prospective drivers shall be exam-

ined by the state highway department to determine their competency. The highway department is further directed to provide a rigid school bus driver training course and to isssue special 'School Bus Driver's Certificates' to successful candidates. No person shall be authorized to drive a school bus in South Carolina in the process of transporting children, whether the bus be owned by the state, by a local school agency, or by a private contractor, who has not been certified by the state highway department. . . ."

There are about 1,600 school buses being used in South Carolina to haul about 78,000 pupils to and from school. The highway department set up a program designed to train 3,200 drivers.

Selection of candidates for school bus drivers is made by the local school agencies. The limitations on this selection are:

The candidate must have passed his sixteenth birthday (to be eligible for the ordinary state driver's license);

He shall, upon the certification of a licensed doctor of medicine, possess:

Enough physical strength to handle the school bus with ease;

Proper height, weight and posture to assure normal vision and control in bus operation;

Two natural hands and two natural feet with full and normal use of both hands, both arms, both feet and both legs;

Pupils are screened for physical defects.

Freedom from any communicable, infectious or contagious disease;

Freedom from such mental, nervous, organic or functional diseases as epilepsy, convulsions, arthritis, paralysis, insanity, diabetes, tuberculosis, cancer, hernia, abnormal blood pressure

Driver education teachers, who later taught bus driving, and high school pupils got a thorough orientation in their responsibilities and duties in a series of classroom lectures.

and heart ailments;

Visual acuity equivalent to 20/40 or better with or without glasses;

Form field of not less than 45 degrees in all meridians from the point of fixation;

Ability to distinguish red, green and yellow;

Adequate hearing in both ears.

In addition, since the bus driver-pupil is the person in authority over all passengers in the bus, it is considered highly desirable by the South Carolina school people that the candidate possess those personality characteristics which will enable him to discharge this responsibility with the maximum of good effect. They look for a leader among the school pupils.

One additional requirement further narrows the number of candidates. The pupil-driver should live near the end of his run.

The South Carolina state highway department began it's training program in the summer of 1951. The pilot session included twenty-two high school teachers who were scheduled to become instructors, twenty-two highway patrol policemen, scheduled to become co-instructors with the teachers, and fifty prospective pupil bus drivers.

At state expense, they were given a five-day, forty-hour rigid course in school bus operation. (The phrase "rigid course" is in the law.)

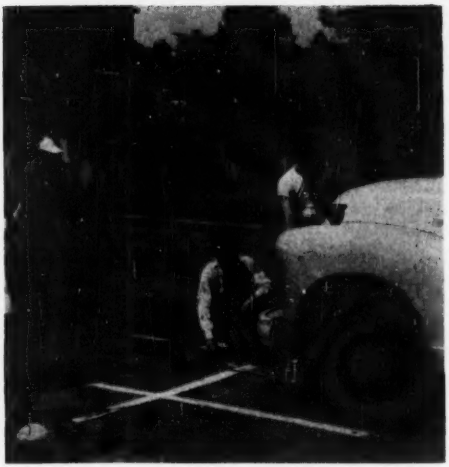
H. O. Carlton, educational consultant for the American Automobile Association, was director of the first session. The check lists and score sheets for skill-developing exercises for school bus driver training were prepared and standardized by Amos E. Neyhart, Institute of Public Safety, Pennsylvania State College.

The training program is rigorous. Pupils are required to be at the training center—seven were established—on Sunday evening and were required to stay at the center until 5 p.m. the following Friday.

The first and second day's schedules are typical. At 8 a.m. of the first day the program starts with a twenty minute allotment for registration and organization. Following rapidly are lectures on the purpose, present status and content of the course. The qualifications of a school bus driver, physical and personal, are explained to the pupils and at 11 a.m. of the first day the enrollees begin taking physical examinations.

There is an hour out for lunch and at 1 p.m. the pupils are taken to the buses where demonstration and practice are continued until dismissal at 5 p.m.

On the second day, at 8 a.m., the pupils are given a test on the previous day's work and at 8:30 they hear a series of lectures running until noon on such topics as the responsibility of the school bus driver to school officials, his responsibilities to parents, his responsibility to pupils.



Amos Neyhart prepared the skills course. Here a state trooper measures the distance from the front axle to the white "stop" line.

Again at 1 p.m., after an hour out for lunch, the pupils are coached in the actual operation of a bus and they are kept on the job until 5 p.m.

The three succeeding days follow similar patterns, except that before the end of the course each pupil is taken out on the highway to practice after-dark driving. Near the end of the course the pupils are tested for such skills as driving forward and backward on a marked line; on bringing a bus to a smooth stop from a speed of 20 miles per hour; on driving through an obstacle course—tests which are designed to show the pupil's degree of familiarity with the dimensions and operating characteristics of the vehicle.

In the first group of fifty candidates two were rejected because they failed to meet the visual tests and two others failed on the skill tests.

During the summer 3,421 prospective drivers took the course and 3,079 successfully met the tests and were awarded the special bus driver's certificate without which no one may be employed.

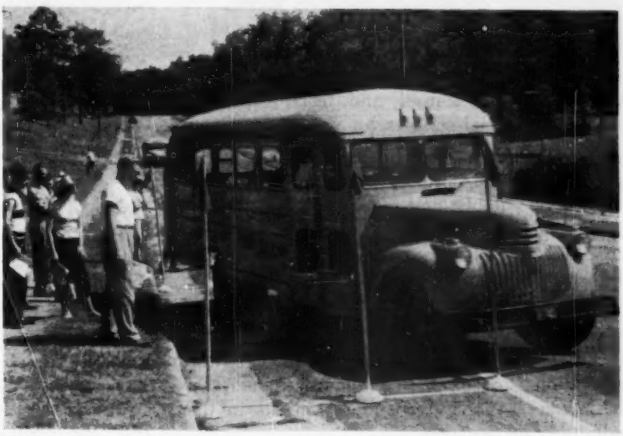
The highway department believes that this constituted the largest school bus driver training program in the nation.

Twenty-eight hundred and five drivers were certified during the second year's summer pro-

gram. The training period was shortened to three days.

There were 3,188 enrollees in the 104 sessions held during the summer of 1952. Three hundred and eighty-three of the applicants, about twelve percent, were not certified.

In meeting emergency needs for additional drivers, one-day training courses have been conducted as necessary. These courses obviously do not provide the thorough training that the longer courses offer which results in a smaller percentage of certifications among the pupils enrolled. From September 9 through November 19, 1952, there were 730 applicants at one-day courses. Of these 526 were certified.



Above: The obstacle course is intended to familiarize the pupil with the outside dimensions of his bus. The objective is to drive around the "corner" without touching the marker. Below: Backing a bus into a parking space of limited area and pulling it out again without touching the markers demands skill.

A great deal of effort is expended by the state highway patrol and by the school officials to give stature and prestige to the job of school bus driver. A deliberate attempt is made to enlist the responsible leaders of the student population. In the literature which has been distributed in the state to explain the new program are to be found such sentences as:

"School bus driving will, in the future, be an honored occupation. . . .

"School bus drivers from now on will be chosen as candidates on the basis of scholarship, personal character, leadership quality, and driving record. . . .

"School bus drivers have passed extensive psycho-physical tests designed to weed out not only the physically unfit but the socially maladjusted persons who could not be entrusted with such responsibility as that of the lives of youngsters who ride school buses. . . .

"The school bus driver is the most important single factor in achieving safety, economy and efficiency in pupil transportation."

The state highway department makes a vigorous defense of the teen-age driver. Highway Commissioner McMillan is quoted in the official publication of his department as having compared the driving records in his state of youngsters under 20 with drivers between 40 and 45 with a showing that the older drivers had more than seven times as many driver licenses withdrawn although there were fewer than twice as many persons in the older group. The accident records of the two groups, he is quoted as saying, are "just about the same" while boys under 20 "usually had better eyesight, were more alert, and just as strong as men over 40."

Erie Schools Integrated Into Civil Defense Plan

by EDWARD R. ABRAMOSKI

ERIE'S SCHOOLS ARE integrated into Erie's civil defense organization. The education and training division of the Erie Council of Civil Defense is headed by our superintendent of schools, Dr. John M. Hickey. The school district has supplied the facilities and personnel to organize, administer and teach classes in basic and special services for defense work.

A civil defense emergency telephone relay system has been developed and is used to alert all schools—public and parochial. In the planning stage is a program for emergency feeding, first aid supply kits, flash lights and electric lanterns and battery-operated radio.

While our major concern is properly the protection of our children, our property and our personnel, we believe that the schools, as the educational tool of the community, should also be made available for training adults in the volunteer service program.

The education and training division of the Erie Council of Civil Defense is staffed entirely by school personnel. It is charged with the responsibility not only of training the volunteer civil defense workers but also with keeping the public informed, through its radio and television committees, of the proper procedures in civil defense in the home and on the street.

The schools, in cooperation with the American Red Cross, are sponsoring many classes in first aid often supplying not only the classroom but also the teacher. To encourage the teachers to become certified as instructors in first aid the school district offers credit applicable to the salary schedule for completion of courses in first aid.

The school buildings have also been offered and used as sites for the operation of such other volunteer services as:

- Control center
- Zone warden's center
- Auxiliary police headquarters
- Emergency welfare centers
- First aid stations
- Evacuation hospitals

WHEN WORD CAME from Pennsylvania's superintendent of public instruction to prepare for civil defense, Dr. Hickey appointed an interim committee headed by John J. Jeffery, director of vocational education, to survey our needs.

The first action of the interim committee was to evaluate our school buildings as shelters. For this, the committee consulted with Col. Lee Isreal of the Organized Reserves Center. Each building was inspected and suitable areas were designated as pupil shelters.

In choosing the shelter area, first preference is given to below-ground areas. If, however, there is no shelter or insufficient shelter below ground level, we designate shelter areas by a 2x2x2 formula—two ceilings above the shelter, two walls on the outer side of the shelter, and two walls opposite the outer side. This means that first floor halls, auditoriums with balconies,

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EDWARD R. ABRAMOSKI is coordinator of health and safety education for the school district of the city of Erie, Pennsylvania.

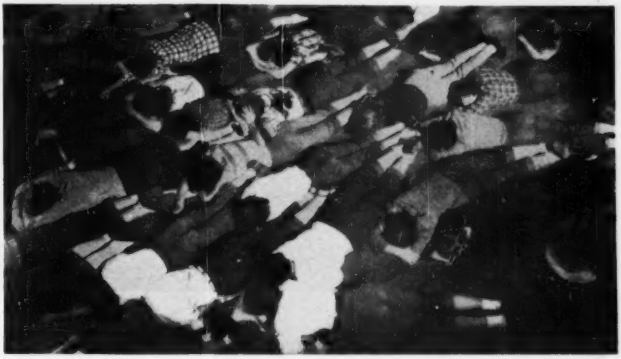
and other such places are preferred as shelter areas. The reasoning is that the flash rays will be absorbed by the walls, and should ceilings or walls crumble, the children are sheltered where the steel supports are strongest.

Concurrent with the selection of shelter areas, the committee began to "sell" all school personnel on the civil defense program. A meeting of all school employees was called, on school time, at which time military leaders and civil defense authorities delineated the problems. Films of the attacks on Hiroshima and Nagasaki and the results of those bombings were shown.

When the hand-siren signal sounds, pupils move rapidly to the shelter area and cover their faces.

Next the parents had to be educated. A letter was sent by the superintendent of schools to each parent which explained the necessity for taking defensive measures and outlined what the schools were doing.

The principal of each school was made responsible for the civilian defense activities in his school. At his disposal was placed the services of the coordinator of civilian defense and safety.



It is our belief that the experience of every child in the Erie schools should:

- Be enhanced by giving him the safest possible shelter from sudden enemy attack;
- Develop attitudes, habits, skills and knowledges or understandings which will contribute toward meeting his needs for survival in a world threatened by new and terrible weapons of destruction;
- Develop foundations for good citizenship through an appreciation of the fact that safe living is good living and that mutual aid is good social living.

To IMPLEMENT THESE concepts we have, in Erie, endeavored to provide the necessary tools. Supplementary courses of study in living in an "atomic world" were prepared by teacher com-

to page 40

Delayed effects of the A-bomb

In a paper, Delayed Radiation Effects at Hiroshima and Nagasaki, written by John C. Bugher, director, division of biology and medicine, United States Atomic Energy Commission, published in the September, 1952, issue of *Nucleonics*, it is stated that:

While official estimates of the deaths resulting from the two bombs was 125,000, the total probably exceeded 200,000;

That among the persons exposed to the blast but surviving to date the incidence of leukemia is "several-fold" that of a control group;

That cataracts and other eye lens changes have appeared in one-tenth of the survivors who were within 1,200 meters of the epicentre of the Hiroshima blast;

That in children with developing tooth buds at the time of the blast, there has been a significant increase in the frequency of enamel hypoplasia (enamel absence);

That genetic changes, recognizable as mutations of the chromosomes, have been observed in 1.40 percent of the births to exposed parents compared to a rate of 1.18 percent for the unexposed control group. It is stated that the group of 50,000 babies observed to date is about half the number necessary to establish statistical significance.

EIGHT PERCENT FEWER pedestrian accidents and fourteen percent fewer pedestrian fatalities are the first measurable results of a new pedestrian crossing control plan adopted in Britain in October, 1951. The figures on the reduction of pedestrian accidents and fatalities come from the British Department of Scientific and Industrial Research.

The plan is known as the "zebra" crossing program because the safe pedestrian path is painted with alternating black and white stripes. It is in use only at crossings which are not otherwise controlled.

The idea was developed by Britain's Road Research Laboratory in 1947. It was an attempt to find a method of marking crossings so that they could be better seen by car and truck drivers.

Every designated pedestrian crossing not controlled by a policeman or a lighting device was marked with stripes from twenty to twenty-eight inches wide, alternately black and white. The crossings are outlined on the sides with studs. Crossing widths vary from eight to sixteen feet. Ends of the area are marked with yellow globes set on posts or brackets above the heads of the pedestrians.

John S. Maclay, Minister of Transport, explains the operation of the new program in these words:

"At traffic lights people on foot should cross the road only when the lights are in their favor, and—this is important—keep a very sharp look out for anything that may be coming round the corner. If you're driving and going to make a turn at traffic lights, watch out carefully for pedestrians. Neither driver nor pedestrian has any special right-of-way at traffic lights, though, of course a driver can move only when the lights are in his favor. At traffic lights, therefore, safety is a matter of both lights and keeping your eyes wide open.

"At zebras the position is different. Once a pedestrian is on a zebra he or she has right-of-way over every kind of vehicle—push-bike included. The driver or cyclist must give way to those on foot. He may not always have to stop, but he must not hold up pedestrians.

"If you are going to cross a road, do please remember that a driver, even when he is travelling slowly, can't pull up in two or three feet without danger to himself and you, above all when roads are wet or icy. So don't leave the pavement until you've had a look to see if it's safe. But when you do, move steadily across so that the driver knows exactly what you're doing.

"And here's another very important point. If a policeman is controlling traffic on a zebra crossing, the policeman is in charge of the situation and the walker should cross only when the policeman gives the signal.

"Some people may feel that too many of the

old crossings were taken away but I think nearly everyone agrees that it's better to have a reasonable number of crossings that are properly respected than to have so many that people ignore them.

"That's why crossings outside schools, if they're very little used throughout the day except at school-time, tend to be ignored and can be really dangerous, above all for the children they were meant to protect.

"Real safety for older children must come from their being taught that roads are dangerous places and that they must do their kerb drill. (Stop—look left—look right—look left.) For young children I'm quite certain that the only way is for grown-ups to see them over the road and I'm very glad that it has now been decided that the best way at schools is for the police to be given the definite responsibility for the recruiting, training and organizing of what are called adult patrols.

"A final word about zebras. At night and in bad weather pedestrians can often see the crossings much better than drivers can. We are working out the best way to help drivers in these conditions, but meantimes do please make allowance for the drivers' difficulties. And to drivers of vehicles and to cyclists—look out for zebra crossings and think ahead. Nothing is more dangerous than overtaking another car which is slowing down or stopping to allow someone to cross in front."

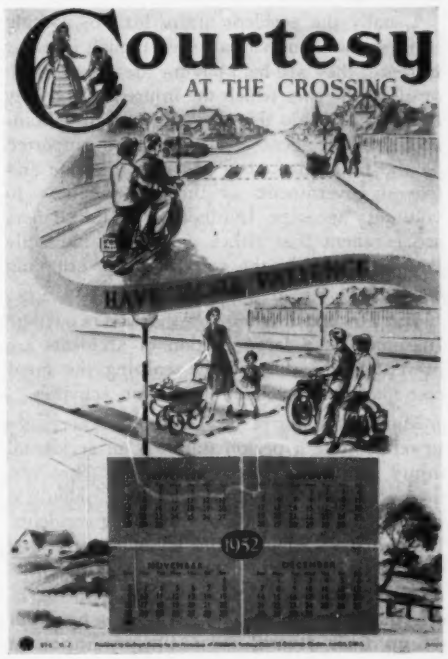
After the program went into effect even the casual observer could see that more motorists were giving way to pedestrians at uncontrolled crossings. At three crossings where statistics had been made in 1949 the proportion of motorists giving way to pedestrians increased by sixty, four hundred and eight hundred percent respectively.

Motorists were delayed more and pedestrians less at zebra crossings.

More pedestrians used the zebra crossings. At one intersection, marked with the customary outline stripe familiar in the United States, three out of seventeen persons on the road were inside the pedestrian crossing. After the zebra markings had been installed, six out of seven persons using the same crossing were inside the zebra.

A financial saving to the country has also resulted. A reduction of eight percent in pedestrian casualties means a reduction of between two and three percent of all casualties from road accidents—and road accidents cost Britain $280 millions annually.

Posters appeal to both the pedestrian and to the motorist. The latter are delayed by the zebra crossing system.



Shows Dollar-Cost of Hospitalized Accidents

by ROLAND E. ZOOK

In the majority of accidents the number of persons directly interested in the mishap or its results is comparatively few. The more vitally interested are the victim himself, his parents, if he is a child, his relatives, and finally, his friends. Others who learn of the accident do so through newspaper items, news broadcasts, or through casual conversations.

Usually the accident means little or nothing to these latter individuals even though in many instances they will help pay for the cost of much or all of the care which the injured person may receive. They do this through the care administered by an agency or organization supported by the tax dollars they pay into the state and federal governments or through donations to voluntary agencies. In other words, the chances are excellent that either directly or indirectly **you** will share in the costs of many crippling accidents.

Just how much is this cost that you're paying? Inasmuch as a large portion of accidents are preventable, perhaps fully realizing the great cost may spur accident prevention activities.

Many estimates of the cost of care necessary to rehabilitate a person suffering an accidental injury or mishap have been made. However, there has been practically nothing published on the actual money costs of disabling accidents. Individual accident victims know only too well the costs to themselves, but naturally can draw no generalizations from this. Most public agencies that care for accidental injuries have not set up their records so that expenditures on accident cases can be easily segregated—or if they have—the information has not been made available to the general public.

Fortunately the Division of Services for Crippled Children of the University of Illinois has been able to do this—not nearly as thoroughly nor as completely as would be desirable but to a sufficient extent so that we could see that even the portion of the costs that we were responsible for amounted to hundreds of dollars per patient.

Method

The records of all accident patients who received any service from this agency from January 1, 1949, to September 1, 1950, were carefully studied. All expenditures that we had made on these patients were totalled. This also included payments made by us prior to January 1, 1949, if the accident had occurred earlier but did not include payments subsequent to September 1, 1950. In some instances years and years of treatment were required. From the nature of our program it must be understood that considerable amounts, in many instances, had been spent by parents and others before the child came to the attention of and became the responsibility of our agency. In addition, some of the cases would require further care after the age of twenty-one or after September 1, 1950, perhaps for months or years and neither of these costs could be included.

Roland E. Zook is social research analyst for the University of Illinois division of services for crippled children.

Again, most of the accidents are referred to us not in the acute emergency stage, but later when it becomes evident that a crippling deformity may result. Thus a considerable amount of initial costs are excluded. In other words the tables and the averages reported represent only a portion of the actual cost. The total cost may be double, treble, or even more, than that recorded. Nevertheless even this fraction is so costly we feel it should receive emphasis and be brought to the attention of the public.

Results

There were two hundred twenty-seven patients receiving accidental injuries or burns in Illinois (exclusive of Chicago) who received care by our agency during this twenty-month period. A study of their case histories reveals some interesting data. While the sex breakdown is not conclusive, it must be noted that one hundred fifty-five were males and seventy-two were females. Approximately two out of five cases were burn injuries.

It was found that of the one hundred eighty-seven cases stating where the accident occurred that sixty-five, or thirty-five percent, took place in the home (Table I). This conforms with other studies which indicate that the home is a common place for accidents to occur.

TABLE I

PLACE OF ACCIDENT OCCURRENCE

Total Accidents	227
In the Home	65
Outside the Home	122
Unknown	40

The average cost for each accident, including burns, for which our funds were expended was $718.43. The average expenditure on a burn case was $1,053.63 compared to an expenditure of $502.95 for other accidental injuries. It should be kept in mind that these are only costs borne by our agency and do not include any payments made by anyone else (family, insurance, etc.).

A larger percent of those with burns were hospitalized than those receiving other types of injuries. Their hospital stay averaged ninety-three days per case compared to an average hospital stay of sixty-five days for other accidents. The average cost for hospitalization was $10.22 per day. (We must remember that some of the hospital care was given previous to 1949 when hospital costs were much lower than they are at this writing.) Eighty-nine accident cases received division service but required no direct division expenditure. If these were to be in-

to page 39

TABLE II

EXPENDITURES BY THE DIVISION OF SERVICES FOR CRIPPLED CHILDREN ON CHILDREN RECEIVING BURNS AND OTHER ACCIDENTAL INJURIES[1]

May 1, 1937 to September 1, 1950

	TOTAL INJURIES		BURNS		OTHER ACCIDENTS	
	CHILDREN	COST	CHILDREN	COST	CHILDREN	COST
Hospitalization	81	$67,809.02	48	$45,940.09*	33	$21,868.93
Appliances, limbs, repairs	51	13,917.83	2	286.44	49	13,631.39
Surgery	81	11,070.50	49	7,172.00	32	3,898.50
Other services by doctors	69	2,368.99	44	1,388.73	25	980.26
Physiotherapy	9	402.50	4	139.50	5	263.00
X-rays	33	242.50	5	42.00	28	200.50
Casts	7	51.80	2	13.00	5	38.80
Miscellaneous	33	3,280.59	14	1,914.34	19	1,366.25
TOTALS	138**	$99,143.73	54	$56,896.10	84	$42,247.63
AVERAGE COST TO STATE PER CHILD		$ 718.43		$ 1,053.63		$ 502.95

[1]On those cases for whom expenditures were made between January 1, 1949, and September 1, 1950. If a case involving division expenditure did not have an expenditure during this period it is not included in this table.

*Includes $254.68 for convalescent home care. Many other children were hospitalized at Illinois Surgical Institute for Children in Chicago, for which the division does not make any expeditures from its funds.

**Excludes 89 patients who received services but required no direct division expenditures.

1700 Honored by Moose for Promoting Safety

MORE THAN 1,700 BOYS and girls in America and Canada were honored for their work in promoting safety during the past year at special ceremonies inaugurating Youth Honor Safety Day at Mooseheart, Illinois, on October 31st.

A special scroll and a gold wrist watch were presented to each of four national winners by Bobby Benson, Mutual Broadcasting System's child cowboy star, who is a safety deputy of the National Safety Council.

Part of the ceremonies were broadcast by Mutual. Paul Jones, director of public information of the National Safety Council, said that the National Safety Council appointed Bobby Benson as a safety deputy early in 1952. "It is an honor to be here at the inauguration of Youth Honor Safety Day," Mr. Jones said. "The National Safety Council highly commends the 1,700 lodges of the Loyal Order of Moose and Mutual for bringing safety to the attention of so many people, and in so constructive a way."

Malcolm R. Giles, director general of the Loyal Order of Moose, explained that the first annual safety contest was an attempt by the fraternity to honor outstanding feats of heroism or other outstanding safety performances. He said that 1,700 lodges were invited to participate by selecting a local winner.

Accident Records Prompt Preventive Activities

by DALIBOR W. KRALOVEC

IN 1947, forty-four accidents from dog bites were recorded on the accident forms of the Philadelphia public schools. It is significant to note that eighty-four percent of these accidents involved children of elementary school age.

These accident facts, bolstered by numerous calls from principals, caused our safety committee to develop an instructional mimeographed bulletin on dog safety. This bulletin was distributed to all principals and to such groups of teachers and others who expressed a special interest.

The bulletin formed the basis of city-wide emphasis on the safe handling of dogs throughout the school system. In addition, the Pennsylvania Society for the Prevention of Cruelty to Animals cooperated by conducting dog safety demonstrations in the schools. These demonstrations were about twenty minutes in length and were given to groups of three or four hundred children at a time as conditions dictated.

This paper, written by Dalibor W. Kralovec, assistant director in the division of physical and health education of the Philadelphia public schools, seems to me to illustrate an important use of accident records.—Vivian Weedon.

The dog safety demonstration, with appropriate continuity, included demonstrations of obedience trained dogs, demonstrations of the correct way of approaching a strange dog; demonstrations of methods of avoiding vicious dogs and demonstrations of the obedience to particular commands of specially trained dogs.

The dog demonstration was received with such favorable reaction that it was repeated in more than three hundred schools in Philadelphia and its suburbs.

The bulletin and the program resulted in an increased understanding of safe ways to handle dogs and other animals and a notable decrease in complaints regarding the dog safety problem.

It Takes ALL the Tools to Make a Good Driver

by NORMAN KEY

HE WAS A GOOD KID, a young citizen every inch of the way. He was the same genuinely friendly and courteous fellow on the street, in school, or wherever you saw him. He was a perfect conversationalist, even when driving. He was a good driver too! Everyone always said he was an expert at handling a car. He could maneuver out of tight traffic situations in which less skillful drivers would have been caught. Then why did he have to die at the wheel?

Those who saw the accident said he pulled right out from behind a truck and just as he came alongside it, he ran head on into another car coming from the opposite direction. Why? Was it poor attitude? Was it lack of manipulative ability at the wheel? Was it lack of knowledge of traffic laws?

Is a wholesome attitude the most important thing? Or, can the skillful driver "out-guess" and "out-maneuver" everybody else, even though his attitude isn't exactly what it should be? Obviously, in this typical tragedy neither attitude nor skill alone was enough.

Most drivers attest to the fact that from time to time they have been compelled to slow down or stop because an approaching vehicle, passing another was coming directly toward them at full speed.

This common and treacherous type of driver error has been discussed by many groups of driver education instructors. They agree that passing other vehicles when there is not a sure, safe, clear distance ahead is a good way to commit suicide and murder at the same time. They also agree that few people have this double-barreled slaughter in mind when they do it.

Thus we conclude that drivers commit this error in passing another vehicle because they simply do not realize that they are creating a hazard. We might describe the cause more crudely, as sheer ignorance on the part of the driver who so errs. The same might be said about a pedestrian who steps into the path of a moving vehicle and is struck because he has no idea of the distance required for a hurtling mass of steel to come to a stop.

BEING A COMPETENT MEMBER of traffic society is not *just* having a good attitude; nor is it *just* being skillful at the wheel. There's more to the development of highway citizenship that *just* acquiring a good attitude or manipulative skill. As in any other phase of citizenship, we acquire competence through appropriate and purposeful learning experiences. Education for life adjustment today must include education to become a competent member of traffic society. Is not learning to judge distance and speed of

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NORMAN KEY, secretary of the National Commission on Safety Education of the National Education Association, has special competence in driver education. For a number of years he was educational consultant of the American Automobile Association where he devoted considerable attention to the problems of driver education.

moving traffic truly functional education for life adjustment?

To develop driving proficiency, sequential learning experiences should provide for personal growth in at least these ways:

1. **Knowledge** of the car and how and why it runs and what it can and can not do
   of roads
   of weather and driving conditions
   of traffic laws and sound practices
   of one's personal characteristics as related to traffic behavior
   of the ability to judge space relationships between moving and fixed objects.
2. **Good traffic habits** such as giving signals, manipulating vehicle controls accurately, and constantly attending traffic conditions.
3. **Skillful maneuvering** of the car in accordance with ever-changing traffic patterns.
4. **An understanding attitude** which includes an appreciation of the varied abilities of different persons to recognize traffic situations and to act soundly regarding them.
5. **Sportsmanship** and an intelligent effort to keep pace with advancing traffic laws, highway and vehicle design.

THESE AND MANY OTHER personal qualities add up to effective adjustment to traffic conditions. Can this over-all efficiency be developed through classroom instruction alone? Only partially. But classroom instruction, though certainly not in itself complete preparation for driving, is better than no instruction at all. Can the task be accomplished through practice driving instruction alone? Here the answer is an emphatic NO. The chances are too great that learning will be limited to manipulative skills. A "little skill," like a little knowledge, is often dangerous. Only the courtesy and competency of other drivers safeguard the novice.

Actually, the beginner should be introduced to the automobile and to his new role in traffic, through well-planned classroom experiences. Here the learner will acquire readiness for his first practice driving lessons. Most consistent advancement will then continue through a carefully integrated classroom and practice driving program of instruction. Participants at the first National Conference on High-School Driver Education, in 1949, agreed that: "The purposes and objectives of driver education are the same in the classroom as in the motor vehicle."

Over-all proficiency, however, is more nearly approached through the appropriate combination of classroom and practice driving instruction. This process of becoming a competent traffic citizen may well begin in the classroom and be carried toward satisfactory completion through practice driving instruction. Perhaps it is dangerous for us ever to assume that we have "arrived."

HOW DOES THIS INTEGRATED program of classroom and practice driving instruction enable the driver, as a competent traffic citizen, to avoid errors of judgment? Let's go back to the problem of passing when there is not a sure, safe, clear distance ahead. In the classroom the accuracy of distance judgments can be measured and compared. Then, discussion of distances of vehicles moving at different speeds introduces new space relationships to the learner. As the infant must become oriented to space relationships, the beginning driver must be provided with varied experiences and be allowed plenty of time to develop the new perspective necessary to controlling a moving vehicle in a complex and often conglomerate traffic pattern.

As the learner grasps some of the fundamentals, he applies them in his early lessons at the wheel. Treated in these early lessons are the simple practices of putting the car in motion, steering, and stopping—all in an area free of other traffic. The beginner learns to stop accurately at designated points. Gradually, through the use of stanchions or other objects, he learns to judge the limited space through which the car can pass. As he progresses, certain limitations can be re-checked in the classroom and discussed by the instructor and other students.

Eventually, the learner moves the car out into traffic where he must now deal with the movements of other vehicles traveling at different speeds. He also encounters pedestrians, bicyclists and other moving and fixed objects.

In the classroom, he has been introduced to traffic signs and markings; and he has had practice in observing them in the classroom and on the off-street practice area. Now he comes face to face with them in real traffic situations. His knowledge of the space occupied by his car and the relationship of his speed to that of other vehicles, increases. The experience he gains in street and highway driving, as a part of the driver education course, gives him the opportunity to apply what he has learned of distance reckoning. He understands that he has not attained perfection. He knows that he will always have physical and emotional limitations.

He drives the highway at a speed adjusted to road, weather and traffic conditions. The manner in which he operates the car and his

to page 40

Twin Lakes School Wins Rogers Safety Award

Roy Rogers. Wayne Hughes and Dale Evans view the trophies.

FROM THE APPROXIMATELY eight thousand schools participating in the fourth annual Roy Rogers National Accident Prevention Awards campaign, the Twin Lakes school of Tampa, Florida was named to the first place.

Second and third place winners were the Copernicus junior high school of Hamtramck, Michigan, and Adams school of Yakima, Wash.

Criteria for judging the accomplishments of the schools participating in the Roy Rogers campaign were developed by a committee of school people under the chairmanship of Bertha Trunnel, principal of the Auburndale graded school, Louisville, Kentucky.

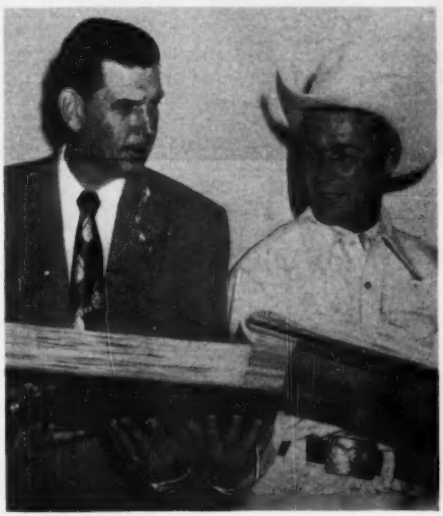
The awards were made by a committee which, besides the donor of the awards and his wife, included Wayne P. Hughes, director of the school and college division of the National Safety Council; Francis Bacon, professor of education at the University of California at Los Angeles; Cecil Zaun, supervisor of safety for the Los Angeles city schools; L. W. Van Aken of the Los Angeles chapter of the National Safety Council; Mrs. John V. Quinn, chairman of the safety committee of the California Parent Teacher Association, and movie actresses Maureen O'Sullivan and Mona Freeman.

The first three schools will be given statuettes of Rogers' horse with gold, silver and bronze plaques. Presentation of the trophy to the Twin Lakes school will be made by Roy Rogers and his wife, Dale Evans.

Five other schools were given honorable mention by the judging committee. These included:

Balboa elementary school, Glendale, California;

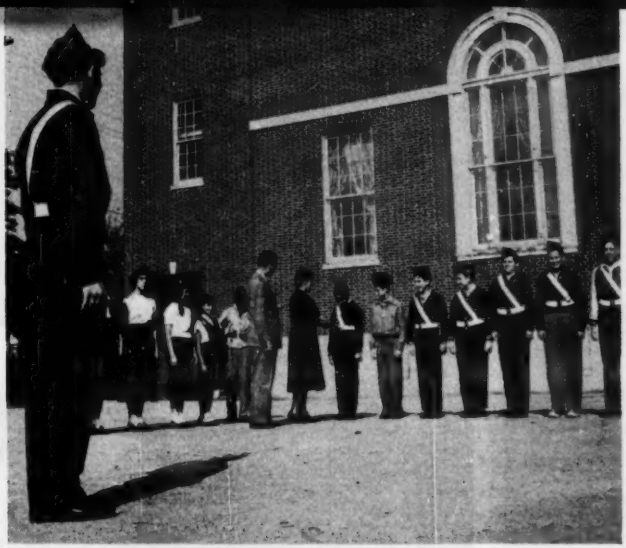
to page 37



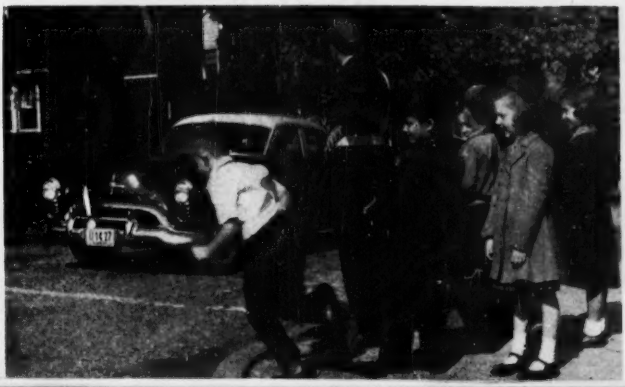
Cecil Zaun and Roy Rogers examine an entry.

Reading—Writing and Safety

A picture story of
day to day safety activities
at Public School No. 53
Richmond, New York



WITH FRESH, WHITE Sam Browne belts in place, the safety patrol of Public School No. 53, Richmond, New York, lines up for inspection by the captain, foreground, and the faculty supervisors. The girls at the left are members of the patrol. The safety patrol is one of the most efficient public relations tools of the school system. At Public School No. 53, the pupils are fully aware of their responsibilities as representatives of the school as well as their responsibility in controlling pupil pedestrian traffic. Douglas Grundy, Three Lions photographer, visited the school to get a pictorial essay on every-day safety activities. The photos on these pages and on the cover constitute his report. The vast majority of pupils, realizing that the safety patrol is for their protection, obey the patrol boy. For what happens when the impatient boy, lower photograph, disregards the patrol—turn the page.



CAUGHT! Red-handed — or rather footed—the offender will go to court for a hearing.

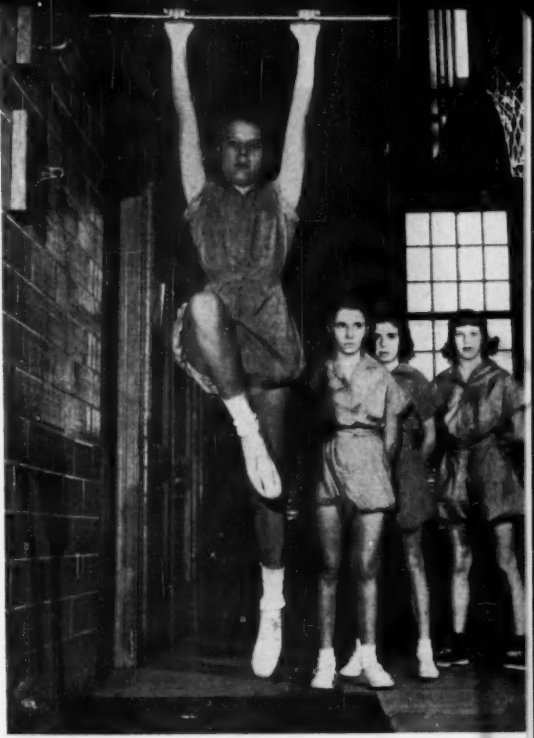
Meanwhile

FROM KINDERGARTEN on, the pupils are shown the safe way of living.

THE SAFEST ROUTE, to and from school (lower right, opposite page), the five Signs of Life (upper left, opposite page), the red signal (center, opposite page) with which the traffic captain will signal "stop" in a new version of Ring-Around-the-Rosy, are tools designed to help the pupil get to and from school safely. (See the table on *Page 20* for the danger spots.) Broken teeth and cut lips will be less frequently reported accidents when pupils learn not to touch the person who is drinking.

PROPER ATTIRE AND protective devices will reduce the number of accidents which happen in the gymnasium. At Public School No. 53, the girls wear rubber-soled shoes in the gym and a mat is placed beneath the cross-bar. Keeping in line in the cafeteria is not only good manners, but it lessens the chances of burns from spilled hot soup.

WALK, DO NOT RUN, is the good advice which pupils have constantly before them in the stairways. (See following page.) Fire drills are orderly.



Where Are the Danger Spots?

Reports of pupil accidents were available from schools having a total enrollment of more than 1,600,000 pupils for the 1951-52 school year.

In school buildings the principal accident location was the gymnasium with classrooms second.

On school grounds the accidents were about equally divided between organized and unorganized activities. In organized activities they occurred most frequently in football, in unorganized activities, while running.

En route to and from school motor-vehicle accidents were those which occurred most frequently but they constituted only about one-third of the total.

The accident rate for school and nonschool jurisdiction accidents was 15.2 per 100,000 student days.

Pupil Accidents by Type, All Grades

SCHOOL JURISDICTION ACCIDENTS	100.0%
School building	42.9%
Classrooms and auditorium	8.4
Laboratories and domestic science	1.2
Vocational shops	4.9
Gymnasium—basketball	5.9
—other	8.9
Swimming pool and showers	1.3
Dressing, washroom, lockers	2.5
Corridors	3.4
Stairs and stairways	4.6
Other building accidents	1.8
School grounds	49.1
Apparatus—swings	.9
—slides, teeters	1.2
—bars	1.6
—other	1.7
Athletics—baseball	4.6
—football	10.0
—soccer, track	1.8
Other organized activities	6.3
Unorganized activities: running	5.9
Unorganized activities: scuffling	3.1
Unorganized activities: other falls	5.3
Unorganized activities: other	6.7
Going to or from school	8.0
Motor-vehicle accidents	2.7
Other accidents	5.3

School jurisdiction accident rate: 9.3 per 100,000 student days based on reports of 26,060 school jurisdiction accidents from school systems with an average enrollment of 1,621,000.

The nonschool jurisdiction accident rate of 5.9 per 100,000 student days was based on 6,690 nonschool jurisdiction accidents reported from school systems with an average enrollment of 632,000. Enrollments were taken from April, 1951 to March, 1952. Accidents included are those requiring a doctor's attention or causing absence from school of one-half day or more.

Football Practices Show Need for Re-Orientation

by R. T. DeWITT

AS A TEACHER of physical education, an interested spectator at athletic contests, the father of a football player, and a football referee, it is with growing concern that I view the mishandling of health and safety aspects of sports participation.

Just recently while I was observing a high school football practice session I saw one of the boys fail to get up after a rather bruising tackle. The coaches and players gathered around him. The head coach, apparently believing that the boy was feigning unconsciousness, began pulling him to his feet, insisting that he get back into the game. An assistant, though, opened the boy's eyelids, checked the pupils, found them enlarged, and argued for retiring the boy to the sideline.

The injured boy finally was helped to his feet and, with his arms around the shoulders of two team managers, staggered off the field. This procession passed me at the edge of the field and it was obvious to me, a lay person having only a smattering of knowledge regarding the symptoms of brain injury, that something was wrong with the boy. To the credit of the coaches, they checked the boy in the locker room and took him home. The medical diagnosis was concussion. The boy was kept in bed for two weeks.

An almost identical situation occurred in a recent game where I was referee. A boy was lying unconscious on the field after a running play. I called the coach out to see him. The coach tried to carry on a conversation with him and the boy responded but rather incoherently.

Ordinarily the responsibility for the safety and well-being of the players lies finally in the hands of the coach. Upon occasion, however, I step in and suggest that the player be taken from the field, at least until he recovers. I made such a suggestion in this case and, after a few moments of hesitation, the coach got a couple of boys to lift the injured player to his feet and to assist him to the sideline.

In this same game a boy on the opposing team was knocked unconscious and, without having been given any other diagnosis, was carried from the field by four substitutes in such a manner as to allow his head to dangle crazily without any support.

One of my fellow officials said, "If that boy has a broken neck, he is dead now!"

Fortunately that was not the case and the boy recovered quickly. These are not exceptional cases. They happen every day throughout the country.

WHAT'S WRONG? IT SEEMS to me that there are several things wrong some of which could be corrected immediately and others that would take a considerable length of time.

The coaches either do not recognize serious injury when they see it or they are so strongly motivated by social pressure to win that they

to page 36

R. T. DEWITT is associate professor of physical education at George Peabody College for Teachers.

Ask Readers' Assistance in Preparing Data Sheet

Fifty-nine Data Sheets have been published by SAFETY EDUCATION on topics ranging from **Safety in the High School Chemistry Laboratory,** the most recent, to **Bicycles,** the first one printed. How are they prepared? Who writes them? How authentic are they? And of what value are they to teachers?

In an attempt to answer these questions and to gain the widest possible base for collaboration, SAFETY EDUCATION, this month is asking its readers to participate in the preparation of a data sheet for use by home economics teachers, tentatively titled, Check List for Safety in Home Economics Rooms.

Responsibility for the preparation of this data sheet has been assumed, upon the request of the editor of SAFETY EDUCATION, by Mary L. Brooks, director of home economics and health education of the Fulton County Board of Education, Atlanta, Georgia. Miss Brooks is serving, this year, as chairman of the committee on home safety for the Georgia Home Economics Association.

It is the opinion of Miss Brooks, an opinion that must be shared by practically all of the teachers in her special field, that few places offer as good an opportunity to teach home safety as does the home economics laboratory.

Twenty-eight thousand persons were killed in home accidents last year, 4,200,000 were injured. The number of persons killed in home accidents was second only to the number, 35,000, who were killed in traffic accidents.

Printed below is the first draft of a data sheet check list which is intended to help teachers reduce the number of home accidents. Readers of SAFETY EDUCATION are asked to comment on it. Suggested deletions, additions, or recommendations are welcomed. Correspondence should be addressed to the editor of SAFETY EDUCATION, 425 North Michigan Avenue, Chicago 11, Illinois.

This first attempt to enlist the assistance of the readers of SAFETY EDUCATION in the preparation of a data sheet will, by its success or failure, determine whether additional such attempts will be made.

CHECK LIST FOR DATA SHEET ON SAFETY IN HOME ECONOMICS ROOMS

Did You Know—

More accidents occur in homes than on the highway?

A large percent of these are in the kitchen?

So—

As future home makers it is important that you learn safe ways of living in homes. One way to do this is to practice safe procedures in home economics classes until they become habitual.

Use this data sheet in your classes to remind you of accident hazards which may be avoided by taking common sense precautions. As you work in home economics, add other items to the list. Get your family interested in making a check list for the home kitchen. We could save some lives, time and money.

Let's Look at Our Homemaking Class.

1. Is the floor clear of objects we might trip over, as extension cords, books, etc?_____
2. Is the floor slip-proof?_____ If wax is used it should be of the non-skid variety.
3. Are spilled foods and liquids cleaned up at once?_____ A grapefruit seed or a drop of grease can cause a bad fall.
4. If you need something on a high shelf do you stand on a chair to reach it?_____

to page 38

What about Safety in Special Education?

by CHARLES W. TAYLOR

SUPPOSE THAT WHEN I INTENDED to strike that capital "S" on the typewriter my left hand flew up to my ear instead of hitting the shift key; my right forefinger, instead of striking the "S" key, darted to a lumbar vertebra; my legs contorted; and my head flopped back until my chin pointed toward the zenith. I would be undergoing an experience common to many an athetoid—a person for whom what we know as voluntary muscular control is impossible.

It was in an attempt to discover some of the special safety measures taught to athetoids, to children who had cerebral palsy, to children who were deaf or hard-of-hearing, to children who lacked the arrangement or quantity or quality of nerve cells normally found in people, to children who, in short, require special education, that I called on Dr. Francis E. Lord, director of the Horace H. Rackham School of Special Education, a laboratory school on the campus of Michigan State Normal College, Ypsilanti, Michigan.

The word "school" in the name of the Horace H. Rackham School of Special Education is not a euphemism. This is no asylum where children, who have been deprived of a part of the mental or physical equipment of the normal child, are sent for care.

The eighty children on the class rolls of the school are being prepared to live in society as fully as their handicaps will permit.

Some of the children are orthopedic cases, some are deaf, some are hard-of-hearing. Others have impaired vision, some have nutritional deficiencies, and in some the damaged areas of the brain involve their intelligence.

In age the children range from five to fourteen. At school their grade levels run from kindergarten through eight. While there are special classes to teach the children to compensate for special handicaps, in their regular classes the

children are grouped by the normal grouping standards of social maturity, achievement, chronological age and so forth.

THEY ATTEND CLASSES from nine in the morning until two thirty in the afternoon. They learn the traditional skill subjects, they learn to take full advantage of the physical and mental equipment which they possess. They learn to get along with each other.

Some years ago when I had first visited the school I was particularly interested in the deaf and hard-of-hearing classes. The pupils were meeting in a large room, big enough so that two or three groups could work without interfering with each other.

I sat up front watching the instructor, whose name I have forgotten, teaching a deaf boy to speak. She put his hand in front of her mouth as she spoke so that he could feel her breath as she spoke. Then my attention wandered to a group at unsupervised play in the back of the room. I went back there to watch them.

Some of them were bringing building blocks from a wall-closet to the play space. Others were constructing something with the blocks. Nearby was one lone boy, watching them as intently as I was.

The builders ran out of blocks and the whole group went to the wall closet for more. While they were gone the one lone boy walked over to the construction and, with deliberation, kicked it apart.

Then he went back to his lonesomeness.

The group were all deaf or hard-of-hearing. The clatter of the blocks, as they went flying, did not appraise them of the destruction the lone boy had wrought.

I watched.

They came back. One or two of them looked over at the lone boy. Then they proceeded to rebuild their construction. All of them, that is except one who looked at me, hesitated for several seconds, then came over to me.

"Don't mind him," my visitor said, indicating the lone boy. "He hasn't been here very long. He doesn't know any better."

That's the kind of a school I was now visiting to learn safety practices.

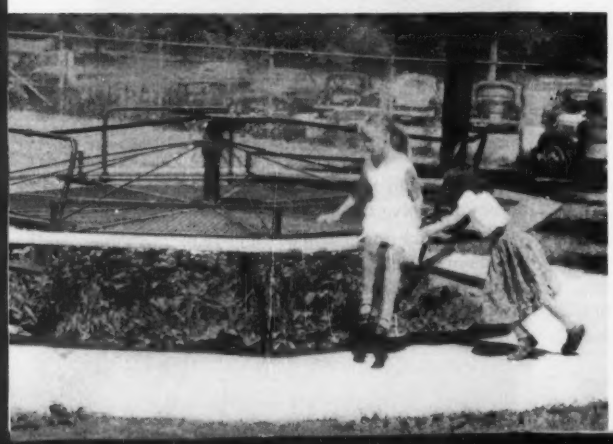
The structure is modern but not exceptional. The classrooms are all on one floor. The gymnasium-playroom, which is used in inclement weather, is a floor below. But, because of the sloping ground on which the school is built, it may be entered from the ground floor at the back of the building without any stairs. There are two stairways inside the building. They are equipped with handrails. There is an elevator which is used by the pupils who cannot walk.

There is a large playground. The surfacing is turf, except under the merry-go-round which has a concrete walk-way. The apparatus, which besides the merry-go-round consists of swings, a monkey-tower and a slide, is spaced widely enough that the pupils playing at one piece will not collide with those using another.

Twenty of the eighty enrollees are boarding pupils. Their homes are too far from Ypsilanti to make it desirable for them to go to and from school each day. These boarding enrollees have a dormitory on the gymnasium floor, one floor below the classrooms. They have an oak surfaced reading-room and study on the upper floor. They play outside or in the oak-floored gymnasium.

Despite the fact that many of them are unable to use a normal gait in walking, there is no special floor surfacing.

Their bathrooms are like the bathrooms we use. Tubs are not recessed, showers are normal. Toilet facilities are the customary ones except that there are some low wash basins for the smaller children.



In the fourteen years of the school's history there has been one fracture on the playground. A boy who had tubercular meningitis which left him with fragile bones broke his leg when he landed on the earth at the foot of the slide. That, according to Dr. Lord, is their most serious injury.

During the 1951-52 school year one pupil who was confined to a wheel chair tried to see how close she could come to the head of the stairs. She came too close, she fell, she lost a baby tooth. Another wheel-chair pupil fell face forward

out of the chair and was badly scratched. Another pupil pushing a straight chair as a walking aid, fell and cut his head on a door jamb. Another, a deaf boy whose sense of balance had been impaired, fell while in the shower and raised a bump on his head. That is the record for the year.

Believe me, these youngsters aren't wrapped in cotton batting while they are at the school. They play ball, even those in wheel chairs,

they ride tricycles, they use every piece of playground apparatus. They have almost the whole gamut of the experience of the unhandicapped child plus the experience peculiar to their handicaps.

Just by looking at their faces you know that they have fun, that they enjoy living, which means that they are active.

HOW THEN DO THEY STAY relatively free from accidents? I asked Dr. Lord.

"We do nothing here but what you should do with any child," he said. "But since these children are handicapped we *do* what should be done."

He mentioned these practices.

"Children are NEVER on the playground without adult supervision.

"In traffic situations, we teach the children to look for cars, not just to rely on a stop sign or a traffic light.

"We teach them not to run in the halls, to use the hand rails when they go up or down stairs.

"For the elevator, the student-teachers and the faculty members must first show that they know what to do in any situation before they can operate it. They pass both an operational and written test.

"We keep a cumulative pupil record of each child here and on our record is the doctor's diagnosis of the child. Each adult, teacher, therapist, student-teacher, who ever it may be, who works with that child knows if there are any special limitations on what that child may be permitted to do—like a heart condition which would prohibit violent exercise—and sees that the child does not exceed the limitations.

"When we go to a public affair—we all went to the circus the other day, we go to the zoo in Detroit, and we frequently go to campus concerts and other affairs—we try to locate the nearest exit and to seat the children near the exit.

"It seems to me," said Dr. Lord, "that our philosophy is really one of having intimate concern regarding the needs of children. Since safety and security are needs, we do many logical things as a consequence of that. That is, we tend to figure safety as a logical and

natural part of a total program of serving children. Since our philosophy is so inclusive, we are not concerned about setting up a lot of separate divisions for safety.

"But these are all things that everyone does. Why don't you talk to Miss Wright. Maybe she can tell you more."

So I went to see Miss Sara E. Wright, assistant professor of special education at Michigan State Normal college and physical therapist for the laboratory school. It is her special task to teach the athetoids to walk, to move their hands where they want their hands to go; to rehabilitate muscles atrophied by polio; to teach the pupil to take full advantage of every part of his handicapped physique.

"We teach the children to fall without hurting themselves," Miss Wright told me.

Considering the fact that those children most liable to fall are encumbered by pounds of steel leg braces, some of them locked to stiffen the knees, I though that would take a considerable amount of teaching.

"No. But first we have to teach the child not to be afraid to fall," she said. "Then we can teach them to relax while they fall."

Does it really help to relax while you fall?

"Relaxing while you fall won't prevent an injury if you fall against some sharp object like a door jamb," Miss Wright said. "But if you are just falling, you have much less chance of being hurt when you are relaxed."

Would that hold true for normal persons?

"These children's flesh and bones are just the same flesh and bones that you have. They would bruise just as easily as you do. And they would be full of bruises if they were not taught to fall properly."

She didn't say that the children fell frequently but I remembered having seen two of them, both with leg braces, tumble into each other on the playground. They lay there for a minute. Then they climbed upright. I saw another, a little girl, fall on the sidewalk when her braces got out of control. She didn't have to say that they fell frequently, I had seen it.

"Then we teach them to walk properly, with their weight well forward. When they fall they will fall forward and can break the force of the fall with their hands or arms. When you fall backward you are likely to get a crack on the head."

Remembering how my own head had ached when on numerous occasions I had fallen on slippery, ice-covered sidewalks, and how falls are the major cause of accidental death, aside from motor-vehicle accidents, I thought that "How to Fall" might well be a lesson we all should learn.

And testifying to her ability to really teach people how to walk was a fourteen year old boy who, when he came to the school five years before, had been unable to walk at all. Now it would take a sharp-eyed observer to tell that he had been handicapped.

Having taken pictures of children falling properly—the mat is only for practice purposes—I went to see the lady responsible for the twenty boarding pupils.

Miss Helen Hetsmansperger, housemother, could see nothing "special" about the safety she teaches the youngsters who are her responsibility from two thirty when school is out until nine the next morning when classes meet again.

"The children are taught not to want to leave crutches and toys and books and games scattered around on the floor where other children might fall over them," Miss Helen said.

"We have locker space for the larger things the children use. Each has his very own. We have other space for the smaller things and the children put everything away. It takes a little time for them to learn, but they do learn. It is expected of them.

"Because a naked, handicapped child cannot move rapidly—he isn't wearing his orthopedic appliances—we teach them to turn off the hot water before they turn off the cold when they fill the tub for a bath. But everyone should do that, don't you think?

"The children put their tricycles away in a special room, we call it our garage.

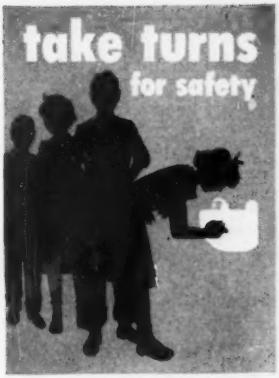
"We don't have slippery rugs on the floors. We don't have slippery floors, either, but what is unusual about that?"

Well, I had talked to the director, the therapist, and the housemother without finding any special safety measures to write about. I thought that James Geary,

to page 36

January, 1953

Lower Elementary Safety Lesson Unit



SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety

Take Turns for Safety

Sketch S9609A

Copy and

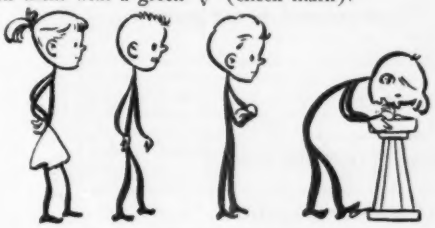
Find the right things to do. Mark them with a green √ (check mark).

1. When I want a drink

I wait my turn.

I run and push.

I keep in line.



2. When I open a door

I go fast and push hard.

I walk and look.

I run and jump.

3. When I walk in the hall

I keep to the right.

I look where I go.

I jump and run and push.

4. When I am in the school room

I tilt my chair.

I keep the floor clean.

I play ball with books.

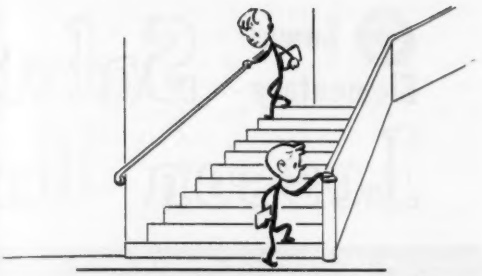
Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

5. When I am on the stairs

I do not look where I go.

I keep to the right.

I walk and do not run.

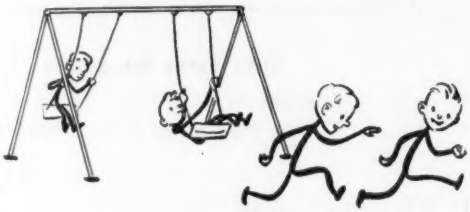


6. When I am on the playground

I help make the children happy.

I bump and push my friends.

I have fun and do not get hurt.



7. When I cross the street

I wait for the patrol.

I run into the street.

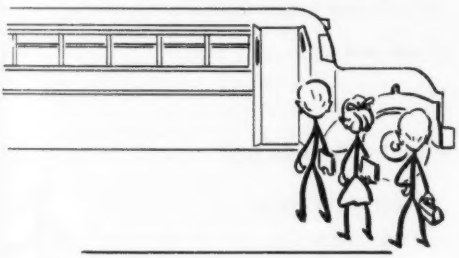
I look both ways for cars.

8. When I go on the school bus

I push the children.

I stay in my seat.

I keep the floor clean.



Some Things to Do

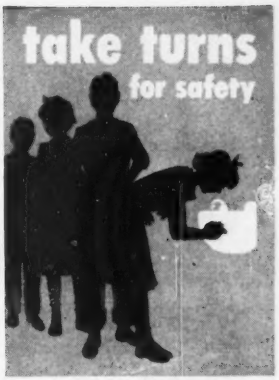
1. Talk about the pictures. Tell as many safety rules as you can for each picture.
2. Plan and act out stories about the safe and polite ways to
   a. Use the drinking fountain.
   b. Open a door into the hall.
   c. Go up and down stairs.
   d. Carry a chair.
   e. Pass or carry scissors or other pointed things.
3. Learn the word "EXIT." Talk about places where it is used.
4. Each week choose new housekeepers to take care of shelves, tools, and other things.

January, 1953

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11 ILL

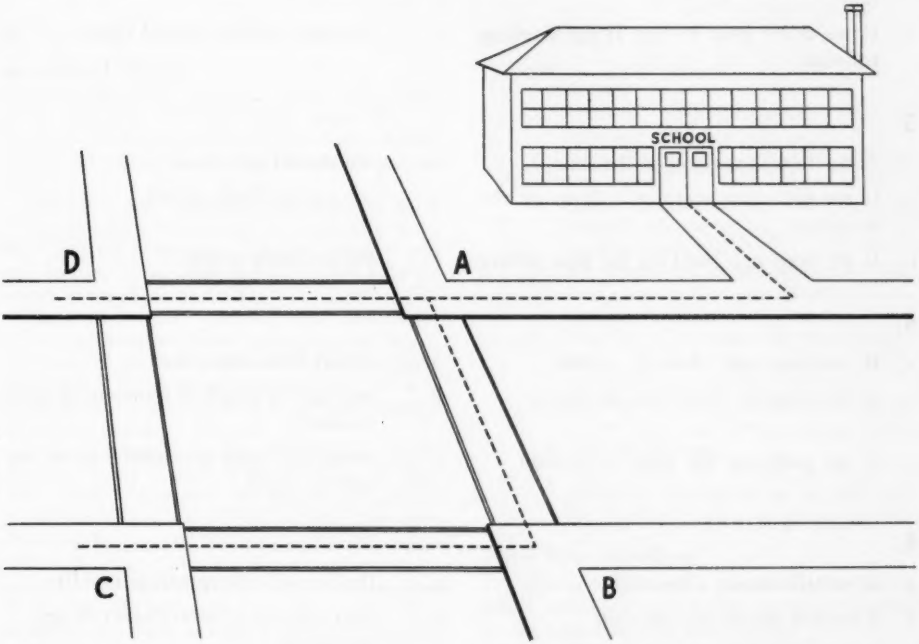
Teaching language arts, social studies, physical education and safety



Sketch S9609A

Take Turns for Safety

SCHOOL SAFETY



Trace and

1. Make an X at each place in the picture where there should be a safety patrol.

2. Give the rules for the safety patrol.

3. Give the rules for children crossing streets where there is a safety patrol.

Some Things to Do

1. Discuss safe practices in and about the school. Have members of the class help prepare a statement of these practices and post it on the bulletin board.

2. Make a survey of the unsafe conditions in and about the school. Have a class committee present the findings to the principal or custodian.

3. Plan a safe recess. Have class committees responsible for getting out and taking in the equipment, keeping the playground clean, etc.

4. Have trial fire drills. Arrange unusual situations such as a blocked exit, drill during an assembly period, changing of classes, etc.

Answers: Two at A, two at B, one at C, one at D. 2. Be on time; stay on curb; be courteous; wear insignia; let children cross only when it is safe, etc. 3. Obey the patrol; look both ways; walk, don't run; be courteous, etc.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Copy and

Make These Sentences True

Find the correct endings. The first one is correctly marked.

1.

A. If we keep to the right in the hall	a.____the noise causes too much confusion.
B. If we talk loudly in the hall	b.____we might bump into someone.
C. If we run in the hall	c. A.___passing will be orderly.

2.

A. If we wait our turn at the drinking fountain	a.____someone may get hurt.
B. If we push or shove at the drinking fountain	b.____we won't know when it is our turn.
C. If we don't keep in line at the drinking fountain	c.____everyone will be treated fairly.

3.

A. If we drop something on the stairs	a.____we should pick it up.
B. If we take two steps at a time on the stairs	b.____we are not likely to fall.
C. If we keep one hand on the stair railing	c.____we are likely to trip.

4.

A. If we pass too close to a door	a.____it may break and cut us.
B. If we open the door into the hall	b.____we may be struck if someone opens it suddenly.
C. If we push on the glass of a door	c.____we should open it carefully so no one will be struck.

5.

A. If we talk during a fire drill	a.____the fire will not spread so rapidly.
B. If we stay in line in a fire drill	b.____everyone has a better chance to get out safely.
C. If the last one out of the room closes the door	c.____we may not be able to hear commands.

6.

A. If we are sitting in the classroom	a.___we should use care so that the points will not hurt others.
B. If we are passing or holding sharp objects	b.____only the teacher should use it.
C. If there is a paper cutter in the room	c.____our feet should be under our desks or tables.

Answers: 1. A—c; B—a; C—b. 2. A—c; B—a; C—b. 3. A—a; B—c; C—b. 4. A—b; B—c; C—a. 5. A—c; B—b; C—a. 6. A—c; B—a; C—b.

Junior High Safety Lesson Unit

January, 1953

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, mathematics, science, core, guidance, homeroom and safety classes

Sketch S9610A

Cooperation for Safety

WORK TOGETHER

*Many hands make light work**

Accident Facts

Present indications are that in 1951, as in earlier years, accidents were the fourth most frequent cause of death, exceeded only by heart disease, cancer and vascular lesions of the central nervous system.

Accidents were the principal cause of death among persons 1 to 35 years old (according to the latest detailed information, 1949). Among males and females of all ages, accidents ranked as the fourth major cause of death.

The most frequent types in 1951 were motor-vehicle accidents and falls, accounting for 40 percent and 22 percent respectively of the accident death toll. Fire burns and injuries associated with conflagrations caused 7 per cent of the deaths and drownings another 7 percent.

In the five years preceding the formation of the National Safety Council, 1908 to 1912, the average accident death rate was 83 per 100,000 of population. This was divided roughly into rates of 2 deaths per 100,000 population for motor-vehicle accidents and 81 for non-motor-vehicle accidents. By 1951 the non-motor-vehicle accident death rate had dropped from 81 to 36. This record of successful accident prevention work was partly concealed by the increase in the motor-vehicle death rate from 2 to 24, resulting from the large increase in the number of motor vehicles.

The 1951 and 1950 estimated death totals by age group, based on the Sixth Revision of the International Statistical Classification of Causes of Death, follow:

Age	1951	1950
0 to 4	8,200	8,100
5 to 14	5,900	5,500
15 to 24	12,700	12,600
25 to 44	22,200	20,600
45 to 64	19,700	18,700
65 and over	25,300	24,500

Is It True?

Copy and
Mark true or false

_____**1.** Accidents were the leading cause of death for all age groups in 1951.
_____**2.** More females were killed in accidents than males.
_____**3.** Motor-vehicle accidents and falls constituted more than 60 percent of the accident death toll.
_____**4.** Fire burns and injuries associated with fires constituted 7 percent of the total accident fatalities.
_____**5.** Since the formation of the National Safety Council the non-motor-vehicle accident death rate has decreased.
_____**6.** The motor-vehicle death rate has increased more than the non-motor-vehicle rate has decreased.
_____**7.** The number of deaths for each age group in 1951 shows an increase over the deaths for each age group in 1950.

Find the Number

1. What is the change in percent—to the nearest whole number—for each age group as revealed by the 1950 and 1951 death totals?

2. Using the age group that would include the average age of the students in your class, find the percent of the total deaths for 1951 for that age group.

3. If the motor-vehicle death rate for this year is the same as for 1951, how many persons can you expect to be killed in this manner in your town?

4. How many deaths were caused by motor-vehicle accidents in 1951?

5. How many deaths were caused by fire and drowning together?

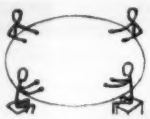
*How many students can find the source of this quotation?

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Working Together

It is apparent from the preceding data that accident prevention is a crusade that all of us should join. While it is true that individual effort can help in preventing accidents, group action is usually far more effective. What are you doing AS A SCHOOL GROUP to prevent accidents?

In order to plan an effective safety program, appoint four students to a planning committee. This committee should develop a list of school and community agencies that might have safety programs. Some of these agencies are: police and fire departments, PTA, state highway patrol, local safety council, automobile clubs, Boy Scouts and Girl Scouts, Future Farmers of America, Future Homemakers of America, American Red Cross, Campfire Girls, insurance companies, and safety departments of local industries.



After the list has been completed, have the planning committee divide the remaining members of the class into four groups. Each group should select one of the major classes of accidents—namely, motor vehicle, public non-motor-vehicle, home, occupational—and visit the agencies assigned to them by the planning committee. This method will provide a faster coverage and will preclude the possibility of having one agency visited by more than one committee. Each group should find out the following:

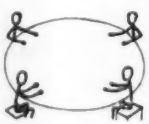
What are the major causes of accidents in our community?

What program does each agency have for accident prevention?

What part can the school play in supporting the existing programs?

What accident areas are not covered by existing safety programs?

After the information has been gathered, turn it in to the planning committee. The committee can then analyze the data and determine which portions of them can be used most advantageously by each group.



Have each group, using the data received, write a proposed safety program for its class of accidents. In order to make the entire school aware of the proposals, use one or more of the following projects:

Obtain permission from one or more merchants to use their store windows for displays. Have each group responsible for a display covering its class of accidents. Art students can give valuable help on this project.

Using live pictures, skits, posters and other interest-catching devices, present the proposed safety program at a school assembly.

Have each group assume responsibility for a one-week exhibit in the school bulletin show cases. Students in industrial arts can make necessary models.

Write an article for the local newspaper covering the study made by the committees. Point out any omissions in the local safety program.

Propose a model safety council for home-school-traffic safety. Indicate who would serve on the council and in what capacity. For example: the principal, fire chief and police chief might serve, respectively, as consultants for school, home, and traffic problems. Additional persons necessary for newspaper and radio publicity and other council functions should be included.

Answers: Quotation: Proverbs Part 2, chapter 5, by John Heywood. Is It True: 1—F; 2—F; 3—T; 4—T; 5—T; 6—F; 7—F. Find the Number: 1—+1½, +7½, +1½, +8½, +5½, +3½; 2 and 3 based on local conditions; 4—37,300; 5—13,000.

Senior High Safety Lesson Unit

January, 1953

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, mathematics, guidance, homeroom and safety classes

Sketch S9610A

Cooperation for Safety

WORK TOGETHER

All are needed by each one;
*Nothing is fair or good alone.**

Accident Facts

(The reading time for the following should be checked to the nearest second by a student using a stop watch.)

The 1951 accident death toll was approximately 94,000 which is 4 percent greater than the 1950 total of 90,000. Injuries from accidents numbered about 9,400,000 of which 350,000 resulted in some degree of permanent impairment ranging from partial loss of use of a finger to blindness or complete disability.

The estimated injury totals were classified thus: Motor vehicle — 1,300,000; public non-motor vehicle — 1,900,000; home — 4,200,000; occupational—2,100,000. Duplications of motor-vehicle accidents with other classifications number about 100,000.

Accident costs totaled about $7,900,000,000. This includes wage losses of $2,900,000,000; medical expenses of $550,000,000; overhead costs of insurance $1,000,000,000; property damage in motor-vehicle accidents of $1,400,000,000; property losses from fires of $731,000,000, and the so-called "indirect" costs of $1,300,000,000 in occupational accidents.

Increases over 1950 were recorded in the number of deaths from motor-vehicle accidents, public non-motor-vehicle accidents, and occupational accidents. Home deaths were about the same as in 1950.

The 1951 death rate was 61.3 per 100,000 population. The only lower rates on record were the 59.5 achieved in 1950 and the 60.7 for 1949.

Your Community and Accidents

How many seconds did it take to read the material in the column at the left. Assuming that injuries are occurring at the same rate that they did in 1951, how many persons were injured during the time it took to read the above?

If all accidental deaths for 1951 had occurred in your town, how long would it take to wipe out your town completely?

Using the 1951 totals for deaths and injuries, and assuming that all the accidents took place in your school, how long would it take for all the students in your school to be either killed or injured?

Find the cost of your school building and calculate how many similar buildings could be built with the total amount of money consumed by accidents during 1951.

The total wages paid to the policemen and firemen of your town constitute what percent of the total wage loss due to accidents during 1951? The operating costs of your county health department constitute what percent of the total medical expenses due to accidents in 1951?

If the accident death rate for this year is the same as for 1951, how many persons will probably die from accidents in your community?

---

*How many students can find the source of this quotation?

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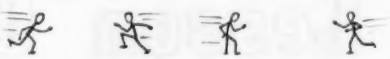

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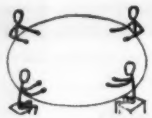

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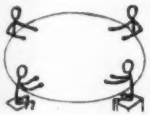

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Quotation: Ralph Waldo Emerson, Each and All.

RIGHT EQUIPMENT COMMANDS ATTENTION

Start off the school year by outfitting your safety patrol with the best equipment and accessories.

AVAILABLE FOR IMMEDIATE DELIVERY

Raincoats and Belts
Safety Patrol Belts
Felt Arm Bands
Safety Buttons
Badges
Overshoes
And the Corporal Digby Safety Sentinel

WHITE RAINCOATS made of 100% American Rubber. Also available in yellow or black. Highly visible.

CAPS

Snappy eight-point style gabardine cap may be had in Navy Blue. Other colors on special request.

SAFETY PATROL BELT

The very popular adjustable school safety patrol belt. Made of two inch and 2½" heavy quality. Web with two-piece nickle rust-proof buckle with prong toggle. Both waist belt and shoulder strap are easily adjustable. The entire belt easily cleaned.

BADGES

WRITE FOR CATALOG TODAY!

GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

Football Practices

from page 21

try to rationalize that the boy is not seriously injured and that he can continue to play. Another, and not remotely related factor, may be that in many instances the coach is not trained for that aspect of his job.

Inevitably we come to the question of what can be done about it. There is no assurance that the problem can be completely resolved but there may be some partial solutions. First let us examine certain facts which have a bearing on the problem.

It is my belief that, due to the tremendous pressure which society puts on the school authorities and coaches to win, training for the job is concentrated on the skills and strategy of the games with a gross negligence of the educational implications. Somewhere down the years, interscholastic sports started becoming an entertainment medium for the public. With the passing of time there has been a mushroom growth in that direction. In many respects, considering the tremendous impact on our social structure, this is good and should be continued. Unfortunately there have been bad effects on the periphery.

Minimized has been the social, moral and physical values to the boy. Should this "change of direction" continue, schools will be hard put to justify, educationally, interschool athletics as a part of the school program.

All too frequently, because of this "change in direction," coaches are hired because of their ability to coach a winning team. Little, if any, thought is given to whether they can develop a winning boy. In many instances where there is a choice between the boy and victory, the latter bears more weight.

What is the solution?

I am not sure that anything can be done on an individual or small group basis about the "change in direction." It is due, in part to the whole social structure and any change will have to be a national movement evolving from the people with top level guidance and motivation. Until such a change takes place, and it isn't likely to take place in the foreseeable future, there are other things that may be done to alleviate the condition. Named are three.

- Better training of the coach in those factors concerned with better health, physical condition and safety of the athlete. This could be a drive by teacher training institutions enforced by a change in state certification strengthening such requirements.
- Legislation by the National Federation of State High School Athletic Associations wherein possible. A suggestion might be to require a stretcher on the sideline, available for use in case of unconsciousness or suspected fracture.
- A campaign conducted jointly by the National Safety Council, the National Commission on Safety Education of the National Education Association and other interested organizations designed to reach every coach, principal and superintendent in the country as well as a significant proportion of the lay public.

No game, no matter what the public interest or the number of spectators, is bigger and more important than the boy. Let's keep on believing that.

What about Safety

from page 26

who teaches occupational therapy to the children and who is sponsor of the school's safety patrol, might tell me about some unusual practices. He was my last hope.

"We have a safety patrol boy on each bus," Mr. Geary said. "He is responsible for the children from Rackham school. Most of our sixty day-school pupils ride in buses with other children and we want them to feel that they are in a normal situation. So we have our own patrol boys."

Ah, well, I consoled myself as I drove back to Chicago through the spring twilight (I made my visit to the school last June), at least I have had a pleasant day. It was not wasted. Then I pondered, what did I learn?

That teaching safety is first "taking thought"—(look for the nearest exit); that it is being considerate of others—(the children would not want to leave their toys or crutches where someone might fall over them); that it is not the avoiding of risks—(the athetoids MUST fall)—but the calculating of risks—(we teach them first not to fear, then to relax as they fall).

That safety is learning not only to rely on one thing only (our deaf are taught to look for cars, not to trust to the stop sign or traffic light) but in sizing up the whole situation.

That the specific skills which must be taught (relaxing while you fall) are only a small part of safety—that it integrates naturally into all that a child learns.

Twin Lakes School

from page 15

L. W. Van Aken, Los Angeles chapter of the National Safety Council, Roy Rogers, Maureen O'Sullivan, and Francis L. Bacon, University of California at Los Angeles, are all judges of the contest.

Hibbing elementary schools, Hibbing, Minnesota;

Ajo elementary school, Ajo, Arizona; and

Eugene Field school, Stillwater, Oklahoma.

Safety programs submitted by the schools are judged on the basis of over-all creative excellence, the final participants submitting campaign books summarizing all safety activities for the school year.

Previous first-place winners were the John M. Patterson school of Philadelphia, Pennsylvania, 1949; Balboa school, Glendale, California, 1950; Britton school, Oklahoma City, Oklahoma, for 1951.

Standards upon which the schools are judged may be obtained from the school and college division of the National Safety Council or from Mr. Rogers at Hollywood 28, California.

Ask Readers' Assistance

from page 22

5. Are matches kept in a safe place such as a metal or glass container with a lid?_____

6. Are stoves checked regularly and kept in good condition?_____

7. Do you thoroughly understand the operation of your stove?_____

8. Do you always turn off a gas jet completely when you have finished?_____

9. If you smell escaping gas would you strike a match?_____

10. If your gas oven does not light do you stick your head in to see why?_____

11. If you use wood or coal as a fuel do you start a fire with kerosene?_____

12. Do you place pans on the stove with the handles turned to the back?_____

13. Do you lift the lid from a pan by turning it away from you?_____

14. Do you keep adequate pot holders near the stove?_____

15. If the stove is near a window are the curtains flammable?_____

16. Do you keep knives loose in a drawer or in a special rack or container?_____

17. Do you cut away from your body?_____

18. Do you understand how to use glass utensils in cooking?_____

19. If glass should break in the kitchen do you pick up the pieces?_____ How do you dispose of these after they are collected?_____

20. How do you dispose of tin cans?_____

21. Do you understand and follow exactly the directions for using pressure cooking equipment?_____

22. Do you check regularly the connections and cords on all electrical equipment and discard any which is worn?_____

23. Do you dry your hands before you touch connected electrical equipment?_____

24. In the sewing room do you remember to disconnect the iron and place it on a heat proof rack when you have finished? _____

25. Do you put your scissors in a safe place when not in use?_____

26. Do you keep pins in your mouth or in a pin cushion?_____

27 Do you thoroughly understand the operation of the machine before you attempt to sew?_____

28. Do you remember to keep your fingers out from under the needle bar?_____

29. Do you have a small first aid kit in your home economics room?_____

30. Are you familiar with simple treatments for cuts and burns?_____

Shows Dollar-Cost

from page 11

cluded the average cost to the division would be reduced from $718.43 to $435.76. Clinic, nursing, medical social and/or physical therapy services by our own professional staff were available to many who needed them. There was no attempt made to apportion administrative and clerical costs nor the value of other services rendered by full time employees of our agency which would have added to the actual direct expenditure as indicated in this study.

Table II shows actual expenditures which the division made on the group studied. The table is divided into two categories, burns and other types of accidents.

The greatest single expenditure in both categories was for hospitalization. In the burn cases, hospitalization costs constituted eighty percent of total expenditures while it was found that fifty-two percent of total expenditures was required for hospital costs for the others.

Accidents, not from burns, required many times more artificial limbs and appliances than did the burn accidents. Slightly over thirty-two percent of the total cost of accidental injuries was needed for limb, appliances, etc.; in burns, less than one percent. The percentage paid for surgery in both types was approximately the same, twelve percent for burns, nine percent for the others. Of the total amount expended by the division, 57.4 percent was paid on burn cases and 42.6 percent on other accidents. We wish to restate here that burn cases were outnumbered three to two in total cases studied.

There is no doubt that considerable amounts will have to be paid on some of these cases in future years. Only in a few cases can we consider that a case has had complete care. Certainly we may have rehabilitated some for the time being, but there will be new appliances, repairs, adjustments that will be necessary throughout the entire life of many of those who have had need for artificial appliances. So in drawing any conclusions as to the total cost of accidents we would have to estimate and add the costs necessary to keep the person rehabilitated throughout his entire life.

Discussion

If we were to multiply even this fraction of the costs for each patient by the number of crippling accidents throughout the United States each year, we would get an idea of the huge sums of money lost annually.

Dollars and cents figures, of course, fail to tell the complete story, for there is no way to measure the pain and suffering which the patient must endure, the mental anguish of the victim, his parents and relatives, the loss of time away from school by the child or from work by the parent, which is costly both to industry and to society. The loss of earning power because of limitation of activity or sensitivity, and the disfigurement of the individual, might well be considered as an added cost of some accidents. This would be very hard to measure but is none the less real. All the people, not only the victim, are paying when accidents occur, not always knowingly, of course, but still paying.

When we realize that, to a considerable extent, means of preventing these accidents are known and available, it seems that public health and medical care agencies might well give serious thought to the possibility and advisability of using a portion of their funds and personnel to carry on a preventive program in conjunction with other community resources. The old saying, "An ounce of prevention is worth a pound of cure," still holds true.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Educational Films:** 1952-53 catalog lists standard and recent educational releases. Designed to correlate with the curriculum, this catalog describes the beneficial use of films and gives suggestions for planning audio-visual program. Encyclopedia Britannica Films, Inc.

2. **Multi-Use Classroom Stand:** Literature describes a classroom stand which combines seven features in one unit. Flexible, convenient and compact, this new device for dynamic teaching increases the teacher's efficiency and promotes pupil progress. Austral Sales Corp.

3. **Projection Screens:** Literature describes for darkened rooms the new Radiant "Educator" screen, also featured is the "Classroom" screen which can be used in lighted rooms. Radiant Mfg. Corp.

4. **"How to Get Nature-Quality Light for School Children":** New book presents the essential recommendations on school lighting in brief, simplified lay terms—with diagrams. Light transmittance charts for all types of glass, cost figures included. Libbey-Owens-Ford Glass Co.

5. **"Mountain Climbers":** Catalog announces a climbing device in sizes ranging from tots to older children. Made of steel, the mountain climbers are designed with an inward slant to prevent falls. Game-Time, Inc.

6. **Use of Mercurochrome for First Aid:** Literature tells of the practical uses of Mercurochrome, at home or in school, as an antiseptic in first aid treatment of minor wounds. Hynson, Westcott & Dunning, Inc.

7. **Group Washing:** Illustrated booklet on Bradley Washfountains designed expressly for group washing. Circular and semi-circular, hand or foot controlled washfountains, "5-in-a-group" showers, washroom plans and layouts featured. Bradley Washfountain Co.

SAFETY EDUCATION JANUARY, 1953

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

Name.....

Title.....

School.....

Address.....

City.....

Erie Schools Integrated

from page 7

mittees for all grades from kindergarten through grade twelve. These units are now integrated in our health, safety and science courses. Booklets, pamphlets and visual aids have been secured and are available to our teachers and pupils for the enrichment of the courses at all grade levels.

(One of the first acts of the Erie School Board was to set aside $10,000 for civil defense uses.)

When no material seemed to meet our needs on the elementary level, two of our teachers wrote and illustrated a pamphlet.

A requirement for graduation from our high schools is the successful completion by all pupils of the standard course in first aid. All girls, in addition, must complete a course in home nursing while they are in the eleventh grade.

Retention drills are practiced monthly in all our buildings. In Erie we use a manually-operated siren to give the signal for a retention drill. The children, immediately on hearing the wailing siren, get their wraps and walk briskly to their designated shelter area and lie down on their side, covering the exposed areas of their skin. The retention drill is used whenever their is sufficient advance warning and when the children will remain in their shelter area until the all-clear signal is given.

We also have a flash drill. The children are taught that when the school lights flash that they are to "hit the deck" and crawl under their seats. This is to be used if there were no warning of an attack.

By integration of all these phases of pupil protection, parent education, special defense classes and by offering the school buildings for emergency use, Erie's schools are integrated into our civil defense structure.

It Takes ALL the Tools

from page 14

attention to what he is doing show that his learning experiences have not been limited, either to manipulative skills or to indoctrination in acceptable attitudes. When he wants to pass the car ahead of him he utilizes what he has been taught. He considers the speed of the car ahead, his speed, he sees a clear straight road ahead and notes that there is no approaching traffic. And he passes—Safely.

MONEY DOESN'T COUNT WHEN A CHILD'S LIFE IS IN THE BALANCE

Safety Education's

Posters

Lesson Units

Data Sheets

will help YOU conserve children's lives

Address inquiries to the National Safety Council
425 North Michigan Avenue, Chicago 11, Illinois

Sgt. 1st Class Einar H. Ingman U. S. Army Medal of Honor

"The sergeant charged alone . . ."

THE REDS IN AMBUSH on the ridge had lain concealed, withholding their fire. Now they opened up. The two squads were trapped. Their leaders were wounded; others were dropping.

Sergeant Ingman took command. He reorganized the survivors, assigned fields of fire, encouraged the men to fight. A red machine gun opened fire. The sergeant charged it alone, hit it with a grenade.

Then he tackled another gun. A grenade and a burst of fire knocked him down, badly wounded. He got up, reached the gun, and dispatched the entire crew. When his squad reached him, they found Sergeant Ingman unconscious—but 100 of the enemy fleeing in panic.

"Bucking the Communists," says Sergeant Ingman, "takes an awful lot of staying power. The G.I.'s have got it. You have, too, when you invest part of your hard-earned pay *regularly* in U. S. Defense Bonds."

Bonds are first of all a cash saving for you. But they're also back of our country's *production power*. Which couples up with G.I. *fire power* to keep the peace for all.

Peace is for the strong!
For peace and prosperity save with U.S. Defense Bonds!

Now E Bonds pay 3%! Now, improved Series E Bonds start paying interest after 6 months. And average 3% interest, compounded semi-annually when held to maturity! Also, all *maturing* E Bonds automatically *go on* earning—at the new rate—for 10 *more* years. Today, start investing in Series E Defense Bonds through the Payroll Savings Plan.